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ABSTRACT

This course outline has been developed as a guide for students who are enrolled in the senior high Work-Experience Program. The course is designed to help these students make realistic evaluations of themselves regarding their future vocational and personal goals and to motivate them to understand the nature of careful preparation for a plan of self-employment that will enable them to move toward their future career goals. A goal stated for the course is that of improving the students' self concept. The materials covered in the course outline should enable students to gain a better understanding of the changing nature of our country's labor force, and the implications on their future lives. It should also serve as a stimulus for helping the students to realize their individual potentials and to increase the desire for personal advancement in chosen occupations, as well as to help them to select an alternative as they strive to achieve their goals. (Author/WS)

ED 070013

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

CG 007 642

Course Outline

WORK EXPERIENCE PROGRAM - 8769
(Outlook for the Future)

Department 48 - Course 8769.09

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D A D E C O U N T Y P U B L I C S C H O O L S

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M I A M I, F L O R I D A 33132

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
(Outlook for the Future)

Department 48 - Course 8769.09

the division of

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

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Miami, Florida 33132

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Course Description

8769	48	8769.09	Outlook for the Future
State Category	County Dept.	County Course	Course Title

This course is designed to improve students' self concepts, help them set goals for the future, and acquainc them with various avenues for advancement or promotions on their present jobs. It serves as a vehicle for exploring future occupational choices.

Indicator of success: Applicants must show a need which might be served by admission to the Work Experience Program.

Clock hours: 45

PREFACE

This fourth quinmester course outline has been developed as a guide for students enrolled in the senior high Work-Experience Program. It is designed to help them make realistic evaluations of themselves regarding their vocational and personal goals for the future and motivate them to understand the nature of careful preparation for a plan of self-improvement that will enable them to move toward their future career goals.

The students enrolled in the program should be in tenth grade, however, a program may include ninth grade students if the school is organized on a ninth through twelfth grade basis. The students should be at least fourteen years of age, and selected in terms of basic individual needs, including over-age in grade or the need to obtain part-time employment in order to remain in school on a full-time basis.

The quinmester is divided into four blocks, and covers a total of forty-five classroom hours. The material covered in this outline should enable students to gain a better understanding of the changing nature of our country's labor force, and the implications on their future lives since the outlook for the job market appears bleak for untrained youth in view of rapidly developing technological changes. It should also serve as a stimulus for helping the students realize their individual potentials and increase the desire for personal advancement in chosen occupations, as well as enable them to select an alternative as they strive to achieve their goals.

The teacher-coordinator can select from a variety of techniques to cover the material contained in this guide, including lectures, class discussions, individual projects, role-playing, field trips, and the use of audio-visual aids. The bibliography included in this outline lists the reference material that may be used in teaching the course. A post-test is also included as a means of evaluation.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Teacher Education Service of the Dade County Public Schools, Division of the Vocational, Technical, and Adult Education, and has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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GOALS

The Work-Experience student must be able to demonstrate:

1. The ability to evaluate himself in terms of his capabilities, needs potentials, and goals.

2. An awareness of the importance of acceptable attitudes and traits in achieving success in the world of work.

3. An awareness of the importance of acquiring an education and broadening his knowledge to keep pace with our changing society in order to become better prepared to assume responsibilities in a democratic society.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - AVENUES FOR REASSESSMENT

The student must be able to:

1. Analyze his personal qualities, characteristics, and limitations in terms of present and future occupational and career goals.
2. Display evidence of mastery of basic communication and computational skills.
3. Exhibit evidence of growth and maturity in working with peer group and with others.

BLOCK II - PROMOTION AND ADVANCEMENT

The student must be able to:

1. Discuss and list the major factors inherent in making advancements in an occupation.
2. Discuss and list at least five important benefits often realized from receiving a promotion.
3. Analyze and discuss the relationship that exists between advancing on a job and job tasks.

BLOCK III - PLOTTING YOUR COURSE

The student must be able to:

1. Critically examine and state the major reasons for the changing job market and the effects on occupational groups.
2. State at least five ways in which education is important to job success.
3. List at least five ways in which an individual can prepare himself for a chosen occupation.
4. Make an extensive job analysis of a career in which he is interested.

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
(Outlook for the Future)

Department 48 - Course 8769.09

I. AVENUES FOR REASSESSMENT

A. Self-Inventory
1. Values
2. Goals
a. Personal
(1) Immediate
(2) Future
b. Career
(1) Immediate
(2) Future
3. Interests
4. Skills
5. Aptitudes
6. Attitudes
7. Needs
a. Present
b. Future
8. Personality
9. Education
a. Present
b. Needs
10. Training
11. Achievements
12. Behavior traits
13. Likes
14. Dislikes
15. Physical qualities

B. Expectations of Student Employees
1. Training
2. High income
3. Fringe benefits
4. Position
5. Advancement
6. Security
7. Immediate employment
8. Job satisfaction

C. Reinforcement of Basic Skills
1. Communication
2. Computational
3. Social

II. PROMOTION AND ADVANCEMENT

A. Factors Involved
1. Seniority
2. Knowledge of job
3. Quality of work
4. Quanity of work
5. Initiative
6. Perseverance
7. Cooperativeness
8. Ability to think
9. Adaptability
10. Adequacy of training
11. Education
12. Training

B. Benefits Derived
1. Increased income
2. Personal enhancement
3. Increased abilities
4. Prestige
5. Opportunity to innovate
6. Mobility
7. Develops self-confidence

C. Expectations of Employer
1. Consistency
2. Dependability
3. Responsibility
4. Productivity
5. Ability
6. Stability
7. Loyalty

D. Problems Encountered
1. Increased work load
2. Added responsibilities
3. Expected criticism

III. PLOTTING YOUR COURSE

A. Looking Back at the Changing Trends in Occupations
1. Causative Factors
a. Changing economy
b. Inventions
c. Technology
d. Higher standard of living
e. Different values
f. Rising costs
g. Specialization
h. Greater job mobility
i. Women entering labor force
j. Automation

2. Resulting Effects
    a. New jobs created
    b. Demand for skilled workers
    c. Less demand for unskilled workers
    d. Need for training and retraining
    e. Increased production of goods and services
    f. Job obsolescence

B. Looking Ahead
    1. The Need for Education
        a. Greater job selectivity
        b. Job security
        c. Increased earning power
        d. Personal satisfaction
        e. Higher standard of living
        f. Less chance of unemployment
        g. Job mobility
    2. Preparation Guide
        a. Getting education
            (1) Basic skills
            (2) Social skills
            (3) Training
        b. On-the-job training
        c. Apprenticeship programs
        d. Vocational-technical schools
        e. Adult education
        f. Correspondence schools
        g. Trade schools
        h. Business schools
        i. College
    3. Obtaining Information
        a. Teachers
        b. Counselors
        c. Job announcements
        d. Personal visits
        e. Interviews
        f. Radio
        g. Television
        h. Newspapers
        i. Friends
        j. Relatives
        k. Library
        l. Unions

C. Studying Requirements of Chosen Occupation
    1. Name of occupation
    2. Nature of work
    3. Duties to be performed
    4. Related duties
    5. Location of job
    6. Future of occupation
    7. Opportunities for promotion

8. Line of promotion
9. Method of receiving promotion
   a. Merit
   b. Seniority
10. Entry level
11. Qualifications
   a. Education
   b. Training
12. Cost to begin job
   a. Tools
   b. Supplies
   c. Equipment
   d. Uniforms
13. Remuneration
   a. Wages
   b. Benefits
14. Working conditions

IV. QUINMESTER EVALUATION

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A P P E N D I X

QUINMESTER EVALUATION

QUIN EVALUATION

I. TRUE-FALSE

DIRECTIONS: Each of the following statements is either true or false. If the statement is true, draw a circle around the letter "T" following it; if the statement is false, draw a circle around the "F". Score 2 points for each correct answer.

1. In choosing a job, factors other than weekly wages should be considered. T F

2. Sometimes a worker's skills are no longer useful in a certain occupation. In such cases, his skills have become obsolete. T F

3. If a person can be successful at one kind of job, he can probably be successful at any job. T F

4. All jobs are steady and predictable T F

5. There are more demands for unskilled workers today than skilled workers. T F

6. Some people fail in their occupations because they do not have desirable personal and behavior traits. T F

7. A job analysis is a description of your personality. T F

8. A person's career plans must be based on his characteristics and potentialities. T F

9. The mental and physical demands upon a worker can vary greatly from one job to another. T F

10. If you earn $9,000 every year for 40 years, your lifetime income is $9,000. T F

11. Jobs requiring similar skills always pay the same wages. T F

12. All occupations have the same requirements, working conditions, and opportunities for promotion. T F

13. A person should plan for his career or choice of occupation after he graduates from high school. T F

14. Most occupations can be classified as professional, managerial, semiprofessional, proprietary, skilled, semiskilled, and unskilled. T F

15. The only way to prepare yourself for your career is by going to college. T F

16. Automation has brought about changes in employment. T F

17. Attending high school and college does not guarantee that you will be financially successful. T F

18. Education can increase your chances to earn more money during your lifetime. T F

19. Job mobility refers to a decrease in the employment rate. T F

20. An individual who is considered to be an expert in some field is called a specialist. T F

II. COMPLETION

DIRECTIONS: You are to fill in the blank or blanks with the word or words that make the statement correct. Score 1 point for each correct answer. You are expected to respond to each item.

1. Five factors that an employer might consider in deciding before promoting an employee are _____, _____, _____, _____, and _____.

2. Five benefits that a person may receive as a result of a promotion are _____, _____, _____, _____, and _____.

3. Four reasons for the changes occurring in the labor market are _____, _____, _____, and _____.

4. Education can help a person realize job success because:
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

5. In making a job analysis, a person should consider:
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____

6. Five ways in which an individual can plan for a career or occupation are _____, _____, _____, _____, and _____.

III. DEFINITIONS

DIRECTIONS: You are to write a definition for each word below. Score - 2 points for each correct answer.

1. Occupation -

2. Career -

3. Obsolete -

4. Mobile -

5. Automation -

IV. COMPUTATIONS

DIRECTIONS: For each problem below, you are expected to indicate the correct answer. Show all calculations. Score - 2 points for each correct problem.

1. Round off each number to the nearest $10.

   a. $8 = _____ d. $897 = _____

   b. $21 = _____ e. $3559 = _____

   c. $123 = _____ f. $91 = _____

2. Find the estimated lifetime earnings of an electrician if his annual income is $12,500. and he works for a total of 45 years. $_____.

3. Find the lifetime earnings for a person who holds a job 40 hours per week, 52 weeks per year at $2.25 per hour. (Assume that the person began working at the age of 18 and will retire at age 63). $_____.

4. If the average high school graduate earns $7,500 annually and an elementary school graduate earns $5,500, how much more does the high school graduate earn? $_____

5. Find the difference in the total lifetime earnings of the two individuals discussed in problem 4, if each works for a total of 40 years. _____

ANSWER KEY FOR QUIN EVALUATION

I. TRUE-FALSE

1. T	6. T	11. F	16. T
2. T	7. F	12. F	17. T
3. F	8. T	13. F	18. T
4. F	9. T	14. T	19. F
5. F	10. F	15. F	20. T

II. COMPLETION (Answers will vary)

1. Seniority, knowledge of job, initiative, cooperativeness, and education.

2. Increased income, personal enhancement, prestige, mobility, and increased abilities.

3. Inventions, technology, automation, and specialization.

4. It enables one to have greater job selectivity, job security, increased earning power, personal satisfaction, and less chance of unemployment.

5. Nature of work, duties to be performed, location of job, related duties, future of occupation, and opportunities for promotion.

6. Completing high school education, on-the-job training, apprenticeship programs, vocational-technical schools, and college.

III. DEFINITIONS (Answers will vary)

1. Occupation - The employment in which a person regularly earns a living.

2. Career - A profession for which one trains.

3. Obsolete - No longer useful.

4. Mobile - Capable of moving or being moved.

5. Automation - The use of equipment that can operate with a minimum of control by human beings.

IV. COMPUTATION

1.

a. $10	d. $900
b. $20	e. $3560
c. $120	f. $90

2. $562,500

ANSWER KEY FOR QUIN EVALUATION

3. $210,600

4. $2,000

5. $80,000